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Department of Examinations, Sri Lanka

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අධ්‍යාපන පොදු සහතික පත්‍ර (සාමාන්‍ය පෙළ) විභාගය, 2018 දෙසැම්බර් කල්වීප පොතුත් තරාතුරුප පත්තිර (සාතාරණ තරු)ප පර්ශ්‍ය, 2018 අශේෂම්පර් General Certificate of Education (Ord. Level) Examination, December 2018

ଓନ୍‌ଗ୍ରେଜି ଚାହିତୀରୁ ରକ୍ଷାକ୍ଷେତ୍ର

இலக்கிய நயம் ஆங்கிலம்

Appreciation of English Literary Texts

11.12.2018 / 1300 – 1610

ஏடு ஒன்றை
மூன்று மணித்தியாலம்
Three hours

அம்மர கியலீலி காலை	- தினித்து 10 இ
மேலதீக வாசிப்பு நேரம்	- 10 நிமிடங்கள்
Additional Reading Time	10 minutes

Use **additional reading time** to go through the question paper, select the questions and decide on the questions that you give priority in answering.

Note: Answer **five** questions only.

* Answer question 1 and four others, selecting one from each section - POETRY, DRAMA, PROSE and FICTION.

Part I

1. Section A – Answer all questions.

Read the given extracts and answer the questions given below them:

- (i) "And rowed him softer home
Than oars divide the ocean"
(a) From where are these lines taken? Name the poet.
(b) Who is referred to as 'him' in these lines? What is the action described?
(c) What is the literary device used in these lines? (05 marks)

(ii) "I have learned to wear many faces like dresses – homeface, officeface, streetface, hostface..."
(a) Name the work that carries these lines. Name the writer.
(b) What life experience does the speaker refer to in these lines?
(c) What is the effect created by the images the poet uses? (05 marks)

(iii) "It was like rain on a tin roof. The bus was at a standstill..."
(a) Name the work from which these lines are taken? Name the writer.
(b) Why was the bus at a standstill? What caused this situation?
(c) What is the literary device used in the first line? What is the effect created? (05 marks)

(iv) "Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?"
(a) Name the work from which these lines are taken? Name the author.
(b) Who is the speaker? To whom are the words spoken?
(c) What future action of the speaker is indicated by these words? (05 marks)

(v) "Well, now, its very nice to have got two pieces of the cloth – God bless us!"
(a) From which work are these lines taken? Who is the writer?
(b) Who utters these words? Who are 'us'?
(c) What feature of the speaker is reflected through these lines? (05 marks)

- (vi) "I can't even see one of these poetic creatures from a distance without breaking out into a cold sweat out of sheer anger."
- From which work are these lines taken? Name the author.
 - What is meant by 'breaking out into a cold sweat'?
 - Who are the 'poetic creatures' referred to? What is the speaker's attitude to them?

(05 marks)

Section B – Answer questions in either (a), (b) or (c).***Either***

- (a) Read the following passage and answer the given questions:

"Tush, he *must* be the prince! Will any he in all the land maintain there can be two, not of one blood and birth, so marvellously twinned? And even were it so, 'twere yet a stranger miracle that chance should cast the one into the other's place. Nay, 'tis folly, folly folly!"

Presently he said:

'Now were he impostor and called himself prince, look you *that* would be natural; that would be reasonable. But lived ever an impostor yet, who, being called prince by the king, prince by the court, prince by all, *denied* his dignity and pleaded against his exaltation? No! By the soul of St. Swithin, no! This is the true prince, gone mad!'

- What is the situation presented in the passage? Who is referred to as 'he'? (02 marks)
- What is the speaker's problem? (02 marks)
- Write the meanings of the following in your own words:
 - marvellously twinned
 - denied* his dignity

(iv) How is the character of the speaker reflected by this passage? (04 marks)

Or

- (b) Read the following extract and answer the questions below it:

"The dog who lay at my feet wriggling and moaning in a trance of affection was not the Tony I knew, not the dog with that beautiful coat who always smelled good and clean; this was a sick [dog] with sores all over; tufts of fur stood among patches of red skin through which the bones showed. I squatted by his side and stroked his head; only the face remained the same as ever, the fluffy ears, the cream coloured head with a light brown shadow over the perfectly sculptured muzzle, and the same soft and gentle eyes which now kept looking at me eagerly and expectantly in pools of bubbling love."

- What is the incident described in the passage? Where does it take place? (02 marks)
- How has Tony changed? (02 marks)
- Explain the following phrases in your own words.
 - Perfectly sculptured muzzle
 - Pools of bubbling love
- What does this extract convey about the relationship between the human and the animal? (04 marks)

Or

- (c) Read the following extract and answer the questions below it:

“He pleaded, “Son, I'll leave you in charge of the shop, it's yours. Take it.”

The boy made a wry face at the mention of the shop; fortunately the dim light did not reveal it fully. “I tell you once for all, I don't want to be ...” He merely concluded, “I have learnt valuable things in the United States at a cost of several thousand dollars. Why can't our country make use of my knowledge? And I ... I can't ...” Although he avoided the phrase “vendor of sweets,” his repugnance for the occupation came out unmistakably. They remained silent, and Mali added the final touch. “In any case your business is worth nothing now.”

“Who told you that?”

“Everyone in the trade is talking about you. What are you trying to do, anyway?”

- (i) What is the situation described in the passage? Who are the speakers? (02 marks)
- (ii) What is the ‘boy’ arguing against? (02 marks)
- (iii) Write the meanings of the following in your own words.
 - (a) made a wry face (02 marks)
 - (b) repugnance for the occupation (02 marks)
- (iv) What is the theme that is reflected through this dialogue? (04 marks)

Part II

POETRY

(Answer one question only)

2. Examine how **To the Evening Star** can be considered as a poem which glorifies nature.
3. Above all, Maya Angelou highlights the need for freedom. Discuss with reference to her poem set for your study.
4. **Farther and Son** depicts a father's lack of understanding of a son's desire to break away and shape a new life. Discuss.
5. “**Breakfast** is a picturesque description of family conflicts.” Does this sum up the main idea of the poem?
6. How does the poet create humour in **Two's Company**. Discuss with detailed reference to the poem. (15 marks)

DRAMA

(Answer one question only)

7. What is your impression of Smirnov in the play, **The Bear**? Discuss with detailed reference to the play.
8. By referring to the text, compare and contrast the characters of Tsu and Yohyo in **Twilight of a Crane**. (15 marks)

PROSE*(Answer one question only)*

9. "Nicholas is more powerful than the aunt at the end of the story." Examine this statement referring to the events of the short story, **The Lumber Room**.
10. "**The Nightingale and the Rose** is a fable of love, sacrifice and selfishness". Is this an adequate assessment of the story? Discuss.
11. Above all, **The Lahore Attack** conveys to its readers the attachment towards one's own country. Do you agree? Discuss by referring to the text.
12. "The narrator in **Wave** helps the reader better understand the pain of unexpected tragic incidents". Examine this statement with reference to the extract set for your study. (15 marks)

FICTION*(Answer one question only)*

13. **The Prince and the Pauper** represents the differences between the rich and the poor. Discuss with examples from the novel.
14. Analyse with examples from the novel the relationship between Jagan and Cousin in **The Vendor of Sweets**.
15. What is highlighted in **Bringing Tony Home** is the relationship between human beings and their pets. Would you agree? Support your answer with examples from the novel. (15 marks)

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